DOCUMENT RESUME

ED 189 754 EC 124 294

TITLE	Minigrant Program for the Academically Gifted--Phase II: E.S.E.A. Title IV-C. Final Evaluation Report.
INSTITUTION	District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Jan 80
NOTE	89p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement: *Academically Gifted: *Attendance: Demonstration Programs: *Disadvantaged Youth: Elementary Education: *Inservice Teacher Education: Junior High Schools: *Program Evaluation: Records (Forms): Talent Identification
IDENTIFIERS	*Gifted Disadvantaged

ABSTRACT

The project involving one elementary and one junior high school in each of the six regions of the District of Columbia School System was designed to service approximately 300 socioeconomically disadvantaged students who have been identified as demonstrating or having potential for superior academic achievement. Evaluation of the project focused on three program objectives--establishment of projects, provision of technical assistance, and provision of evaluation of minigrant projects. Test scores, grade point averages, and attendance data of students were analyzed. Among findings were that instructional strategies appropriate to their students were implemented at 87% of the sites, that over 80% of the teachers attending staff development sessions indicated that the sessions were helpful or very helpful, and that the program had a positive effect on the reading of the second and third graders and on the math of seventh graders. It was concluded that: students eligible for the program have been identified as outlined in the proposal: programs with accelerated and differentiated curriculums have been developed and implemented at 13 of 15 participating schools: project management and evaluation activities have been carried out: attendance of students involved in the project examined has increased: and academic gains in certain areas were made by third, fourth, and seventh graders sampled. Appended materials include information on the Baldwin Identification Matrix and sample forms for program, student, and teacher evaluation. (SBH)

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MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - PHASE II E. S. E. A. TITLE IV-C

Final Evaluation Report

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - PHASE II

Final Report

1979

Prepared by
Division of Research and Evaluation

3

MAR 1 4 1980

MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - PHASE II

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SUMMARY

Title

Minigrant Program for the Acedemically Gifted

Project Director

Patsy Baker Blackshear

Project Location

One elementary and one junior high school in each of the six regions of the District of Columbia School System

Target Population

The project is designed to serve approxmately 300 elementary and junior high level students who have been identified as demonstrating or having potential for superior academic achievement.

Background

Socio-economically disadvantaged students who may be considered gifted or talented have traditionally had limited access to programs that would assist them in developing to their fullest potential. The Minigrant Program seeks to provide the necessary support and instructional challenges to minority students capable of superior performance.

Description of Project

More than 300 students, a majority of which come from Title I Schools, who have been identified as being in the top 10% of their classes are participating in the program. Each elementary and junior high school has developed its own specific focus. Some of the program emphases include Mathematics, Science, Language Arts, Journalism, and Social Studies and Art. Administrative staff provides continuous technical assistance and direction to each site.

Evaluation

Evaluation efforts will focus on program objectives of (1) the establishment of projects, (2) providing technical assistance, and (3) providing evaluation of minigrant projects. Test scores, grade point averages, and attendance data of a small sample of students will be analyzed.

Findings

1. The selection process placed 384 students in the program at the beginning of the 1978-79 school year.

2. Projects at all sites developed programs that were differentiated from the curriculum previously available at that site.

3. Instructional strategies appropriate to their students were implemented at 87% of the sites.

4. The project director and staff provided ongoing technical assistance to projects in the form of scheduled visitations, newsletters, written and telephone communications, and regularly scheduled staff development sessions.

5. Over 80% of the teachers attending staff development sessions indicated that the sessions were helpful or very helpful.

6. The rate of attendance of junior high school project participants was significantly higher than the average rate of attendance for District of Columbia Public Schools' students at that level.

7. Analysis of a small sample of test scores shows that the program had a positive effect on the reading of the second and third graders sampled, and on the math of seventh graders.

8. Second graders sampled showed a 21% increase in grade point average over their average the previous year. Third and seventh graders sampled showed decreases in grade point average.

9. Attendance for the small sample of second and seventh graders increased during the year they participated in the project compared to the previous year when they were not involved with the project. Attendance for third graders decreased.

Conclusions

1. Students eligible for the program have been identified as outlined in the proposal.

2. Programs with accelerated and differentiated curriculums have been developed and implemented at 13 of 15 participating schools.

3. Project management and evaluation activities have been carried out.

4. Attendance of students involved in the project examined has increased.

5. Academic gains in certain areas were made by third, fourth and seventh graders sampled.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - PHASE II is to encourage and support pilot projects for gifted and talented students in each of the six regions of the District of Columbia Public Schools, with a special emphasis on Title I schools.

Need - The need for such projects arose from the realization that disadvantaged children who are also gifted and talented frequently do not have access to programs appropriate to their academic potential.

History - In 1976 a District of Columbia Board of Education Policy Statement on the Education of the Gifted and Talented emphasized the need for programs for the gifted and talented.

In 1977-78 a survey showed that only 11 identified programs addressed the needs of the gifted and talented in the 200 District of Columbia Public Schools.

In the fall of 1977 the Gifted and Talented Education Advisory Council for the District of Columbia Public Schools was established for general planning and assistance in the development of minigrant guidelines. The committee was comprised of a cross section of people representing community organizations and the school system.

Also by the fall of 1977 a Resource Cadre consisting of 25 parents, principals, and teachers was established to provide technical assistance to the minigrant proposal writers.

A proposal to develop and operationalize a comprehensive state plan, a training program, and an exemplary project for academically gifted students was submitted to the U.S. Office of Education and a proposal to support the minigrant projects was submitted to the ESEA - Title IV-C office.

1977-78 was a planning year. The program began operation during the 1978-79 school year.

Description of Project

Target Population - The minigrant program has been established to support two projects for the academically gifted and talented in each of the six regions, with one project at the elementary level and one at the junior high level in each region. A majority of those included are Title I schools. In some cases more than one elementary or junior high school in a region collaborated to arrive at a joint project. In other cases circumstances prevented schools from starting their projects at the beginning of the 1978-79 school year. There are 332 students in the projects.

Staffing - There are presently 14 schools, and teachers in the Title IV-C program, each project headed by a coordinator and each offering a curricular

approach compatible with the needs and talents of the school. (See Appendix A). There is one additional school supported by an Office of Education Grant.

Program Director Responsibilities - The program director has two assistants; a Title IV Resource Teacher and a District of Columbia Public Schools Resource Teacher. This staff assists project coordinators in the identification of students, in program planning and in program implementation. They also provide technical assistance, support, and staff development services. They provide periodic evaluation through on-site monitoring and promote general awareness of the program through dissemination activities.

Similarities and Differences of the Minigrant Programs - The programs vary according to the talents of both the staff and the students and may include emphasis on language arts, math, science, music, English and Social Studies.

The project staff provides for uniformity through technical assistance which emphasizes three characteristics: (1) a multiple criteria selection process, (2) a curriculum differentiated from the regular program and containing elements of critical thinking and problem solving and (3) staff development which is directed toward increasing proficiency in academic areas and encouraging the flexibility required for working with gifted and talented students. (See Table of Contents of Guidelines, Appendix B).

Stated Objectives

The minigrant program will address the needs identified by providing financial support for initiating twelve school-based projects for the academically gifted with the following objectives:

1. Identify the students who will participate in the program prior to the close of the 1978 school year

2. Develop during the spring and summer of 1978 CBC instructional strategies appropriate for use with the students identified

3. Implement the instructional plan during the 1978-79 school year

B. The minigrant program coordinator and resource teacher will provide ongoing technical assistance, support, and staff development services to the twelve minigrant projects during the funding period.

C. The minigrant program coordinator will provide continuous evaluation of the twelve minigrant projects and their progress toward the goals and objectives stated in the project proposal.

EXTERNAL EVALUATION DESIGN

The external evaluation is designed to measure the three objectives and a sampling of project results, to determine the success/effectiveness of the program and to examine certain aspects pertaining to exportability. The following evaluation activities were carried out:

Objective A - Initiating the Projects

1. An examination of the procedure of identifying students to determine if there was consistency with proposal design

2. An examination of mini-project self descriptions to determine if appropriate instructional strategies were developed

3. An examination of material describing piloted projects to see the percentage of schools in which instructional plans were implemented

4. A review of program records to verify that technical assistance to minigrant projects was provided

Objective B - Providing Technical Assistance

1. An analysis by percent, of returned questionnaires which were designed to assess management and technical assistance components, and to determine degree of representation of respondents

2. An analysis by percent, of responses to questionnaire items concerning staff development to see how many teachers attended the sessions and if they felt the sessions met their needs

3. A graphic comparison of the number of staff development sessions attended to illustrate teachers' reports of formal staff development received

4. An analysis by percent of responses to questionnaire items concerning individualized technical assistance to see how respondents felt about help received in that area

5. An analysis by percent of responses to questionnaire items concerning opinions on technical assistance received to determine its value to the repondents

6. A review of comments accompanying objective questionnaire items to provide descriptive material concerning technical assistance support and staff development

Objective C - Providing Evaluation of Minigrant Projects

1. A review of forms used and data collected on self-evaluation and opinion instruments to determine if the measures are designed to obtain an assessment of the project

2. A review of forms used and data collected following staff development sessions to see if the measures are designed to obtain an assessment of the session

3. A review of forms used for on-site visits to see if the measures are designed to obtain field data

4. A review of forms used for overall project and program evaluation to see if the measures are designed to obtain adequate data from a representative source

5. A review of the internal evaluation report to see if it contained summaries of project evaluation data collected

Sample of Project Effectiveness

1. An analysis of the difference between project attendance data and district attendance data to determine the statistical significance of the difference between the groups - a test of proportions was to be performed with Z considered significant if it reached the .05 level

2. A comparison of pre- and post- CTBS Scores on reading and math of a small sample of students to determine the rate of change over the period of the project

3. A comparison of grade point averages and attendance data of a small sample of students over a two-year period to determine the percent of increase or decrease

Exportability

The factors to be specifically explored are the Target Population, Personnel, and Personnel Training.

RESULTS AND DISCUSSION

Initiating the Projects

Identifying Student Participants - The identification of students for the 1978-79 year began in the spring of 1978 with screening. (See Appendix C). Using the Baldwin Identification Matrix (BIM), it was possible to rate students in comparison to others in that school. (See Appendix D). On each measuring instrument the median score for that school's population was used as a baseline. The difference between the median score and the top score was divided into five groups with descending weight given to student scores falling in each of the five groups from top to median. For example, the student whose BIM is reproduced in Appendix D, had a CTBS Computation score of 43. This fell into the second category up from the median giving it a weight of two (2). The child's CTBS Language - Reading score was 73 placing it in the top group with a weight of five (5). Using the weighting method, students were not eliminated if they had some weaknesses as long as their low areas were not below the school median. However, their total weighted score had to be in the top 10% of the school in order for them to be included in the program.

The identification proceeded as planned. Of the 3628 students in selected schools, 384 were identified for the program, and 332 participated in it. The students who discontinued did so for various reasons as shown in Table I.

TABLE I

Students Who Discontinued Participation
in The Gifted/Talented Program

Reason for Discontinuing	Learning Difficulty	Adjustment Problem	Health, Personal Problem	Incorrectly Scheduled	Removed By Parents	Self De-selection	Transferred
Number Discontinuing	14	5	3	4	7	5	14
Percent of Those Discontinuing	27%	10%	6%	8%	13%	10%	27%

Total = 52 Percent of Participants who Discontinued = 13%

Students who were to participate in the 1978-79 year projects were identified as stated in the proposal. Thus, Objective I-A was achieved.

Developing Instructional Strategies - Pilot Project Directors were to develop CBC instructional strategies during the spring and summer appropriate for use with the students identified. In the fall of 1978, the following descriptions were published in the Minigrant Program Newsletter.

REGION I
HART JUNIOR HIGH SCHOOL

"An Accelerated and/or Enrichment program in Math and Science for Academically Gifted and Talented Students" is a feeder to the accelerated math/science program at Ballou. It will involve modular scheduling. The classroom strategy will emphasize the development of independent thinking skills through investigative and problem solving experiences. It will involve 40 seventh grade students. Mary Currie is the project Coordinator.

REGION II
BANCROFT ELEMENTARY SCHOOL

The two learning components of the "Science and Communications Programs" will be science and communications. The science component will use the Science A Process Approach Curriculum known as (SAPA II). The communications component will be an extension of the science component through language arts, music, art, and the utilization of media centers. This will enable 36 students in grades 1-3 to identify, describe, and record collective data. They will be able to relate to available information and technology obtainable from media centers, museums, parks,

BANCROFT, continued

science labortories at local universities and other community resource projects. The coordinators are Julia Barra and Dolores Murray.

REGION II
JEFFERSON JUNIOR HIGH SCHOOL

"Cognitive Process Instructional Program: Language Arts" is designed to teach both language arts and thinking. Teachers will emphasize creative and critical thinking. The teaching will be highly individualized through contracts and progress charts. Student talents will be exhibited through the publication of a monthly journal. Twenty-two seventh grade students will be involved. Vera White is the project coordinator.

REGION III
HARRIS ELEMENTARY SCHOOL

"A Mediated Approach to Mathematics, Science and Literature for the Gifted/Talented" offers an interdisciplinary approach using multi-media strategies to solve problems found in mathematics, science and literature. A diversity of media will be used to expand and accelerate the development of the children's skills and an awareness of the diverse ways problems may be approached. This program will involve 30 students in grades K-3. Shirley Bellamy and Marie Harris are project coordinators.

REGION III
FLETCHER JOHNSON EDUCATION CENTER

"Peer Produced Television Program for the Gifted/Talented Student Center Program" provides a mediated approach to creative writing and speaking incorporating English, art and music. The program is designed to challenge the seventh grade students through multi-sensory teaching techniques involving enrichment of multi-content areas. The students will produce educational television programs by the students incorporating their ideas and interest. This program will involve 40 students. Julius E. Glover is the project coordinator.

REGION IV
BRYAN ELEMENTARY SCHOOL

"Project Stretch" focuses on language arts enrichment for gifted students. Its activity centered program is designed to stimulate accelerated academic competencies. Payne will participate as a feeder school. This program will involve 30 students in grades K-3. Gretchen Lofland is the project coordinator.

REGION IV
STUART, TERRELL AND ELIOT JUNIOR HIGH

"Tri Set's" goal is to promote excellence in directing gifted/talented students toward desired and measurable skills or competencies in performance commensurate with the students' ability to promote general mastery of science, music, mathematics, advanced English and journalism skills. The program implementation will be such that all students in the project will receive instruction in each of the subject-area components through the organization of a Tri-Set consortium. This

STUART, TERRELL AND ELIOT JUNIOR HIGH
continued

program will involve 77 seventh grade students. The co-coordinators are Richard Evans, Janice Tilghman and Ceretha Sherrill.

REGION V
WEST ELEMENTARY SCHOOL

"The Gifted/Talented Education Program" will provide students in grades 1-3 with a differentiated curriculum in all content areas. Students will be provided with imaginative, informative experiences that will include field trips to a variety of places. Joyce Goche is the project coordinator.

REGION V
GARNET PATTERSON JUNIOR HIGH SCHOOL

"The Forgotten Children: The Gifted" will utilize the nucleus of a highly motivated and creative staff as the resource to provide a uniquely different curricula for eighteen seventh grade students identified as gifted and talented. English, math and science will be the major curriculum areas. Through creative and critical thinking, the transferral and application of learning to other areas will occur and hopefully will result in greater personal growth, and sophistication in attitudes, appreciations, and feelings. Charles Epps is the project coordinator.

REGION VI
LANGLEY JUNIOR HIGH SCHOOL

"The Gifted: A Consumer and a Producer" is geared to the development of competencies in four content areas; English, mathematics, science, and social studies. The primary purpose is to instill a positive self image in thirty five seventh grade students

LANGLEY JUNIOR HIGH SCHOOL
continued

by emphasizing the development of creative and independent thinking and by exploring a wide variety of career opportunities. Mary Nesbitt is the project coordinator.

REGION I
WASHINGTON HIGHLAND

Washington Highland Community School is the target school for the Pilot Project supported by the U.S. Office of Education grant to the D.C. Public Schools. This project is designed to serve academically gifted students from a predominantly low socio-economic area. All four major academic areas and creativity represent the instructional focus. The forty odd students in this project are in grades K-3. They meet twice weekly in a multi-age and multi-desciplinary program with a staff of six teachers. Additionally, they meet throughout the week with the school resource teachers who also provide support services to these students. This fall represents the second phase of instruction for this project. The first phase started with a four-week summer school. Loretta Willhight is the project coordinator.

Each project did develop instructional strategies appropriate for use with the identified students as stated in Objective A-2.

Implementing the Instructional Plan - As may be seen by Appendix A, the projects were piloted in 13 of the 15 schools in the Title IV-C program, plus one school supported by the U.S. Office of Education (Washington Highland). The projects at two of the schools (McGogney Elementary and Emery Elementary) used 1978-79 as a planning year. Thus, the instructional plans were implemented in 87% of the identified schools. Objective A-3 as stated can be considered as partially met.

Providing Technical Assistance, Support, and Staff Development - Technical assistance and support were provided to all of the miniprojects by the Director and her two assistants. There were scheduled visitations to each project (at least once a month), a newsletter, THE TAG LINE, (See Appendix E for sample front page), written communications, telephone conferences and regularly scheduled staff development sessions (See Appendix F).

Minigrant personnel were asked to complete a questionnaire to determine their perception of the technical assistance, support and staff development received. (See Appendix G.) The forms were completed by 27 staff members, of which 19 were teachers, 5 principals, 2 librarians and a counselor. (See Table II). The respondents represented nine schools which is 60% of the total in the program.

TABLE II

Representation of Respondents on Questionnaire to Assess Management and Technical Assistance Components

	Number	Percent Distribution of Respondents	Percent of Distribution in Minigrant Program
Teachers	19	70%	49%
Principals	5	19%	33%
Librarians	2	7%	
Counselors	1	4%	
Total	27	100%	

The first three questions on the questionnaire dealt with staff development sessions. Responses indicated that teachers attended the sessions and in general felt they met the teachers' needs. (See Table III)

TABLE III

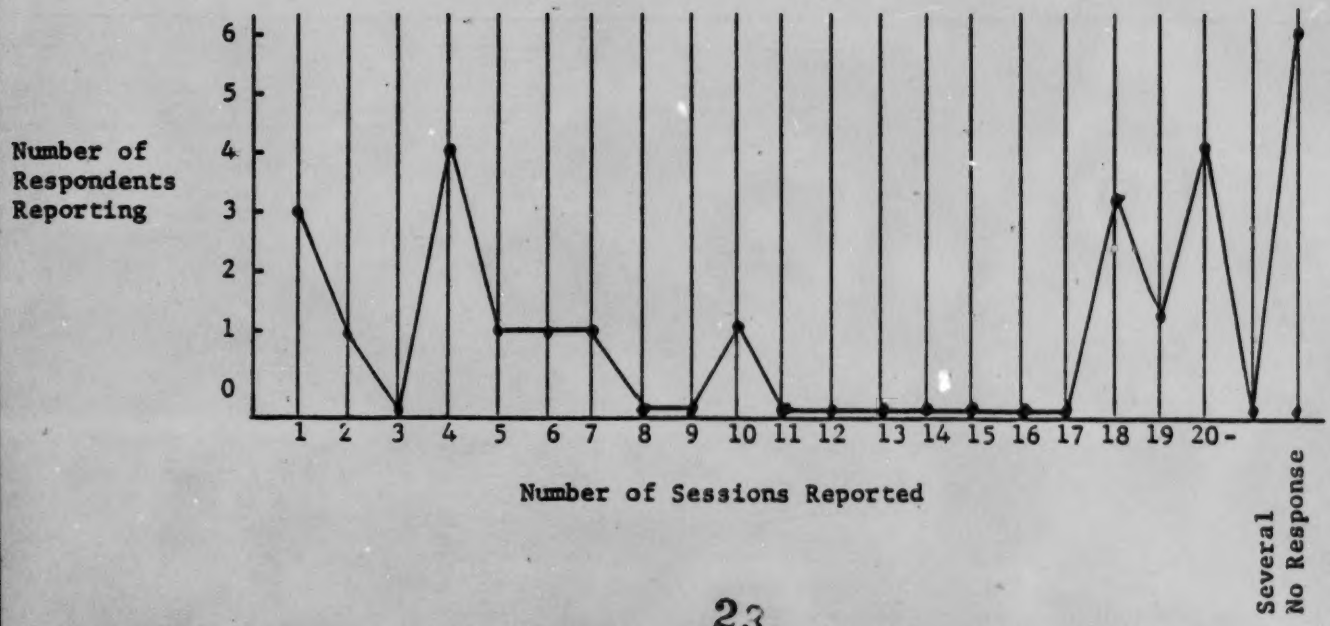
Response to Questionnaire Items Concerning
Staff Development Sessions

Question	Yes		No		No Response	
	Number	Percent	Number	Percent	Number	Percent
1. Have you attended any staff development sessions scheduled by the Minigrant Program?	24	89%	3	17%	0	-
2a. Have staff development sessions met your needs with regard to number of sessions?	18	67%	5	19%	4	15%
2b. Have staff development sessions met your needs with regard to topics of sessions?	17	63%	4	15%	6	22%

Question 1 also asked respondents to indicate the number of sessions, the topics, and the time attended. The number of sessions listed by those who chose to respond ranged from 1 to 20. (See Table IV).

TABLE IV

Number of Staff Development
Sessions Attended



Several of the respondents, rather than listing topics, replied, "One each month plus the summer workshop," or "Too numerous to mention." However, 20 different sessions were listed, the two most frequently mentioned being, "Differentiated Curriculum" and "Developing Programs for Gifted/Talented Students." Seven of the 27 responsents (26%) specifically mentioned summer training, although those who replied, "All of them" may have meant summer, too.

Comments regarding questions 2a and 2b indicated that the number of sessions and the topics presented were related to the participants' needs. One teacher who felt that the number of sessions was not adequate wrote that "Limited number of staff members were able to attend sessions. I relinquished my sessions to others." In general, however, the comments reflected positive feelings such as, "I liked the monthly meetings. They lent a feeling of commonality of concerns and provided zest as well as information."

Questions three through six were concerned with individualized technical assistance. Here, again, the staff was generally pleased with that aspect of the program. (See Table V.)

TABLE V

Response to Questionnaire Items Concerning
Individualized Technical Assistance

Question	Yes		No		No Response	
	Number	Percent	Number	Percent	Number	Percent
3. Have the Minigrant Program personnel provided any on-site (at your school) assistance to you?	21	78%	4	15%	2	7%
4. Have you submitted progress reports to the Minigrant Program staff?	20	74%	3	11%	4	15%
5. Has your project been field evaluated (at your school) by the minigrant staff?	24	89%	3	11%	0	-
6. Have you had occasion to seek out the Minigrant staff for feedback, recommendations or assistance?	18	67%	9	33%	0	-

Several of the respondents added comments to the above questions. On number three, the topics discussed fell into three general categories: (1) Program management (testing and scoring, grouping, recordkeeping, scheduling, planning, materials, methods of training, objectives); (2) Student management (motivation, dealing with gifted and talented students); and (3) Personal or

general (exchanging points of view discussing strengths and weaknesses). Program management types of activities were mentioned most frequently.

In response to the question concerning number of progress reports submitted to the Minigrant Program staff the most common response was "several". Where specific numbers were listed, they ranged from one to seven with an average response of four reports submitted.

Question five asked how frequently projects were field evaluated. From those respondents who supplied a numerical amount, the range was one to six with the mean number of field evaluations perceived as three.

Comments following question six generally repeated or referred to the comments following question three, i.e. that help was requested in one or more of the three general categories of program management, student management and personal or general.

Questions seven through eleven were opinion questions concerning the helpfulness of the technical assistance offered. Results showed that, on the average, the assistance received was considered helpful. (See Table VI.)

TABLE VI

Response of Questionnaire Items Concerning
the Value of Technical Assistance Received

	Very Helpful		Helpful		Undecided		Not Helpful		Not Applicable	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
7. How would you evaluate the staff development session(s) you attended	17	63%	5	19%	3	11%	1	4%	1	4%
8. How would you evaluate the on-site assistance you have recieved from the Minigrant staff?	12	44%	10	37%	4	15%	1	4%	0	-
9. How would you evaluate the usefulness of the progress reports you have submitted?	5	19%	14	52%	3	11%	0	-	5	19%
10. How would you evaluate the usefulness of the field evaluations of your project by the Minigrant staff?	12	44%	9	33%	3	11%	3	11%	0	-
11. How would you describe the feedback, recommendations and assistance you have received from the Minigrant staff?	14	52%	8	30%	1	4%	3	11%	1	4%

According to Table IV, 82% of the respondents felt that the staff development sessions were helpful or very helpful; 81% found the on-site assistance received to be helpful or very helpful; 70% evaluated the usefulness of reports submitted as helpful or very helpful; 78% felt that field evaluations were helpful or very helpful; and 81% described the feedback, recommendations and assistance received from the Minigrant Staff as being helpful or very helpful.

The responses to the questionnaire plus material submitted by the project director are evidence that Objective B was achieved.

Providing Evaluation of the Minigrant Projects - Evaluation was carried out in four areas: (1) individual (i.e. teachers, students, parents); (2) staff development sessions; (3) field visits; and (4) overall program and project.

An example of data collected at the local level to demonstrate project effectiveness is presented in a later section of this report.

Individual Evaluations - Self-evaluation instruments were administered in a pre-post design to students and teachers. (See Appendices H and I). Parents and teachers were asked to evaluate students. (See Appendices J and K). Parents and students were asked to evaluate the program. (See Appendices L and M). An interim report by Dr. Henry H. Walbesser, submitted January 1979 describes these instruments and their uses:

> The self-evaluation scales represent a pre-assessment of capabilities as measured by both teachers and pupils. These pre-assessments will be compared with post-assessments that will be conducted at the end of the school year. Similarly, the parent evaluation of pupil scale will be compared with the pupils' self-evaluation to examine different perspectives. The program evaluation scales completed by parents and pupils are designed to obtain an assessment of the program from the perspective of the clients who are affected by it. Teachers will also assess the program during the winter/spring of the school year; these results will be included in the end-of-the-year report.

Staff Development Sessions - Following each staff development meeting, participants were requested to complete an evaluation form. (See Appendix N). In addition to evaluating the sessions in terms of the presentation teacher, they defined ways in which they could use the information presented. Examples were, "Make the ordinary extraordinary," and "Ask more open-ended questions." Also of use in program planning was the request for recommendations for future sessions. Some of the recommendations were staff development management oriented, such as suggesting that sessions be of shorted duration. Others were program-directed such as requesting continued use of demonstration lessons.

Field Visits - On-site visits provided data for field evaluations (See Appendix O). These forms were used by the project personnel in monitoring the Minigrant Projects.

Program and Project Evaluation- Looking at projects as a whole, and the program as a whole was also included in the evaluation design. (See Appendixes P and Q.) Those requested to complete project evaluation forms were school staff members from pilot project (not directly involved in project), coordinators from pilot project, teachers from pilot project, principals from pilot project, parents of student in the pilot project, and others.

The program evaluation form was filled out by advisory council members, consultants, staff from pilot projects, resource cadre members and others.

The final method of evaluating Objective C was an examination of the project director's internal evaluation report. Summaries of data collected in the four areas (individual questionnaires, staff development sessions, field visits and overall program and projects) were contained in the report.

The data summarized by the program personnel plus the on-site materials examined, show that evaluation of the minigrant projects is in evidence and Objective C has been met.

Example of Data Collected at Project Level

Analyses were performed to sample the effect of projects on attendance and achievement.

Attendance - A sampling of attendance data of project schools was compared to city-wide attendance data (See Table VII). Four elementary schools with 126 students and four junior high schools with 115 students were included in the sample. The total of 241 students represented 73% of the total enrollment in the minigrant program. A test for the significance of a proportion was performed.

TABLE VII

Comparison of Sample of Project Student Attendance to Overall District Attendance

Type of School	Project Students' Average Attendance (Percent)	Overall District Average Attendance (Percent)	Z
Elementary	91.5%	90.7%	.31
Junior High	95.9%	83.3%	3.63*

* Significant at .001

The data in Table VII show that the rate of attendance of junior high school project participants was significantly higher than the average rate of attendance for District of Columbia Public Schools' students at that level. The difference on the elementary level was not significant.

Achievement - One elementary school and one junior high school were selected randomly to sample student achievement. Pre- and post-test data were not available on all students in those programs. Only those students for whom there were both pre-test and post-test scores, were included in the analyses. In the elementary school sample, there were 8 second graders (9%) and 9 third graders (8%). The junior high school sample consisted of 13 seventh graders (8%).

The Comprehensive Test of Basic Skills (CTBS), was the instrument used to measure growth in reading and mathematics. The CTBS is a norm-referenced test, first published in 1968. Buros 7th and 8th Mental Measurements year books generally give it good reviews. The standardization sample contained 16.7% Black students, which is slightly more than the national average but much less than the District of Columbia and the Minigrant Program for Gifted and Talented population. A bias study is reported in the CTBS technical Bulletin No. 2 page 39, with the following conclusion. "Clearly the test still retains some items that may be unsuitable for measuring the achievement of Black and Spanish-speaking students. However, the large majority of items are acceptable for all three groups."

Pre-test post-test growth was determined by converting raw scores to Expanded Standard Scores (Scale Scores) which were then averaged. The mean scores were compared to mean national norms to determine any change in rate of growth.

TABLE VIII

CTBS Pre-Post Expanded Standard Scores (ESS) in Reading and Math of Sample of Second Graders

Student	Reading		Math	
	10/1978	5/1979	10/1978	5/1979
A	382	425	335	343
B	331	455	263	326
C	356	448	326	331
D	421	455	333	350
E	393	441	321	343
F	377	417	285	335
G	395	377	323	389
H	410	425	315	343
Mean	383.13	430.38	312.63	345.00
Mean National Norms' ESS for This Grade and Month	297.50	332.50	281.50	316.00
Difference	+85.63	+97.88	+31.13	+29.00

As may be seen from Table VIII when the students took the pre-test, they scored 85.63 points above the national norms in reading, while on the post-test, they scored 97.88 points above the national norms, a 14% increase in rate of growth. In math, the group scored 31.13 points above the national norm on the pre-test, and 29 points above on the post-test, a 7% decrease in growth. These results are summarized in Table XI.

The ESS scores of third graders are shown in Table IX.

TABLE IX

CTBS Pre-Post Expanded Standard Scores (ESS) in Reading and Math of Sample of Third Graders

Student	Reading		Math	
	10/1978	5/1979	10/1978	5/1979
I	417	448	379	349
J	385	385	349	377
K	387	448	365	399
L	358	407	274	355
M	341	425	347	370
N	356	425	350	414
O	265	377	309	347
P	401	484	385	401
Q	366	379	340	361
Mean	364.00	419.78	344.22	374.78
Mean National Norms' ESS for This Grade and Month	349.00	384.00	333.00	367.00
Difference	+15	+35.78	+11.22	+7.78

Table IX shows that the third graders scored 15 points above the national average on the pre-test and 35.78 points above on the post-test, an 139% increase in rate of improvement in reading. In math the change was from 11.22 points above the national mean to 7.78 points above, a loss of 31% in rate of improvement. These results are summarized in Table XI.

The seventh grade sample is shown in Table X.

TABLE X

CTBS Pre-Post Expanded Standard Scores (ESS) in Reading and Math of Sample of Seventh Graders

Student	Reading		Math	
	10/1978	5/1979	10/1978	5/1979
R	438	464	434	519
S	473	459	402	446
T	275	372	264	446
U	433	487	367	415
V	564	564	524	570
W	523	550	483	468
X	385	464	428	510
Y	550	530	546	686
Z	564	554	507	500
AA	478	495	428	395
BB	495	523	468	468
CC	546	554	516	534
DD	449	416	381	189
Mean	474.85	494.77	442.15	472.77
Mean National Norms' ESS for This Grade and Month	497.50	518.00	476.00	497.00
Difference	-22.65	-23.23	-33.85	-24.23

According to Table X above, the seventh grade students were 22.65 points below the national average at the time of the pre-test and 23.23 points below at the post-test, a 3% decrease in rate of improvement in reading. The math scores were 33.85 points below average on the pre-test and 24.23 points below on the post-test, an improvement rate of 28%. these results are summarized in Table XI.

TABLE XI

Summary of Rate of Change From Pre-Test to Post-Test on the CTBS By the Total Sample

Grade	Subject	Difference From National Average ESS on Pre-Test	Difference From National Average ESS on Post-Test	Percent of Increase or Decrease
2	Reading	+85.63	+97.88	+14%
2	Math	+31.13	+29.00	- 7%
3	Reading	+15.00	+35.78	+139%
3	Math	+11.22	+ 7.78	-31%
7	Reading	-22.65	-23.23	- 3%
7	Math	-33.85	-24.23	+28%

Table XI suggests that the program had a positive effect on the reading of the second and third graders in the sample and on the math of the seventh graders.

Grade Point Average - An analysis was done of grade point averages of the same sample of students. In averaging the grades, A = 4, B = 3, C = 2, D = 1 and F = 0. Changes from the pre- project year to the project year of second graders are shown in Table XII.

TABLE XII

Grade Point Averages in the Pre- Project Year and the Project Year for the Second Grade Sample

Student	77-78 GPA	78-79 GPA
A	3.33	3.33
B	2.83	3.50
C	2.83	3.50
D	1.83	3.33
E	1.83	2.33
F	2.00	2.50
G	3.66	3.66
H	3.00	3.50
Mean GPA	2.66	3.21

As may be seen in Table XII, the GPA of the sample of project second graders increased by .55, a 21% increase.

Changes in GPA from the pre- project year to the project year for third greaders, is shown in Table XIII.

TABLE XIII

Grade Point Averages in the Pre- Project Year and the Project Year for the Third Grade Sample

Student	77-78 GPA	78-79 GPA
I	3.00	2.00
J	3.00	3.83
K	4.00	3.83
L	4.00	3.50
M	3.83	3.66
N	3.66	3.83
O	2.00	2.00
P	3.16	2.50
Q	4.00	3.66
Mean GPA	3.41	3.20

Table XIII shows that the GPA of the third grade sample decreased by .21, a decrease of 6%.

Changes in GPA from the pre- project year to the project year for seventh graders is shown in Table XIV.

TABLE XIV

Grade Point Averages in the Pre- Project Year and the Project Year for the Seventh Grade Sample

Student	77-78 GPA	78-79 GPA
R	2.6	1.9
S	3.0	1.9
T	2.3	1.9
U	(Records not available)	
V	3.7	3.6
W	3.2	3.0
X	3.3	2.5
Y	3.4	3.5
Z	2.0	1.6
AA	2.0	1.1
BB	2.6	.6
CC	3.7	3.8
DD	2.7	1.9
Mean GPA	2.88	2.28

Seventh graders, according to Table XIV, decreased their GPA by .6 or 21%. This large decrease occurred between the 6th and 7th grades.

Attendance - A comparison was made of pre- project attendance and project year attendance of the same sampling of students. Since only percentages were available and they cannot be averaged, the results are reported in categories of higher, lower, or the same, as the previous year.

The attendance patterns of the sample of second graders is shown in Table XV.

TABLE XV

Attendance During the Pre- Project Year and the Project Year for the Second Grade Sample

Student	Percent of Attendance	
	77-78	78-79
A	94%	96%
B	97%	99%
C	100%	99%
D	99%	98%
E	75%	83%
F	94%	94%
G	99%	100%
H	75%	100%

The attendance of the second grade sample shown in Table XV is summarized in Table XVI.

TABLE XVI

Summary of Attendance of Second Grade Sample

1978-79 Attendance Higher Than 1977-78		1978-79 Attendance Same As 1977-78		1978-79 Attendance Lower Than 1977-78	
Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
5	63%	1	13%	2	25%

The attendance comparison of the third grade sample is shown in Table XVII.

TABLE XVII

Attendance During the Pre- Project Year and the Project Year for the Third Grade Sample

Student	Percent of Attendance	
	77-78	78-79
I	96%	98%
J	97%	97%
K	100%	98%
L	99%	99%
M	96%	94%
N	99%	96%
O	81%	89%
P	91%	84%
Q	99%	89%

The attendance of the third grade sample shown in Table XVII is summarized in Table XVIII.

TABLE XVIII

Summary of Attendance of Third Grade Sample

1978-79 Attendance Higher Than 1977-78		1978-79 Attendance Same As 1977-78		1978-79 Attendance Lower Than 1977-78	
Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
2	22%	2	22%	5	56%

The attendance comparison of the seventh grade sample is shown in Table XIX.

TABLE XIX

Attendance During the Pre- Project Year and the Project Year for the Seventh Grade Sample

Student	Percent of Attendance	
	77-78	78-79
R	96%	96%
S	(Records not available)	
T	99%	99%
U	(Records not available)	
V	95%	99%
W	(Records not available)	
X	95%	97%
Y	98%	98%
Z	88%	98%
AA	99%	100%
BB	(Records not available)	
CC	98%	96%
DD	97%	100%

The attendance of the seventh grade sample shown in Table XIX is summarized in Table XX.

TABLE XX

Summary of Attendance of Seventh Grade Sample

1978-79 Attendance Higher Than 1977-78		1978-79 Attendance Same As 1977-78		1978-79 Attendance Lower Than 1977-78	
Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
5	56%	3	33%	1	11%

Attendance data on the samples above show that there was improvement made by the second and seventh graders over the previous year.

Cautions - When interpreting the data on the second, third and seventh grade samples above, one must remember that they are small samples from two schools. In addition, the results are summarized only from those students on whom complete test and grade point data was available, so that the samples may not be considered random. These factors influence the generalizability of the data.

Another caution concerns the use of a pre-test post-test design. Although this is the design frequently used in educational research, there are many factors of internal and external validity that cannot be controlled.

Exportability - In their manual, SHARING EDUCATIONAL SUCCESS, A Handbook for Validation of Educational Practices, (1976), The United States Office of Education considers a validated practice exportable if, "(1) it is feasible to transport it to other school districts, and (2) it can be adopted or adapted by other school districts with similar needs and environments (p. 46). In addition ot the success effectiveness of the project, exportability is judged on the basis of the following 13 criteria.

1. Learner Needs
2. Continuation of Learner Elements with State or Local Funds
3. Willingness to Serve as a Demonstration Site if Funded for Dissemination
4. Target Population
5. Learner Involvement
6. Institutional Variables
7. Community and Home Variables
8. Activities Critical to Success
9. Essential Materials (Software)
10. (Essential) Equipment (Hardware) or Unique Facilities
11. Personnel
12. Personnel Training
13. Special Problems

All 13 items listed under exportability are applicable in the project. However, the items considered most important for this project are: target population; personnel; and personnel training.

Target Population - The central focus of the Minigrant Program for the Academically Gifted has been disadvantaged students whose potential for superior academic achievement has not been identified and/or developed. Essential to identification is a comprehensive selection process which weighs the unique socioeconomic and educational characteristics of prospective students. This process reflects current research recommendations for appropriate selection criteria and represents contemporary thought regarding disadvantaged students and their access to innovative and accelerated programs. Other sites anticipating adoption must give close scrutiny to population characteristics and their relationship to the selection process, as well as the development of local norms, in order to implement this program as it was intended to be implemented.

Personnel and Personnel Training - The Minigrant Program has given careful consideration to the other half of the educational equation, namely teacher qualifications sufficient to instruct students of above average ability adequately. The program seeks teachers who are insightful and skilled in planning educational programs that are differentiated from the usual curriculum. Ongoing technical assistance, workshops, and other staff development services serve to sustain and enhance the quality of instruction. Potential adopters need to pay close attention to teacher characteristics that are congruent with the nature of the student for which this program is designed.

Findings

1. The selection process placed 384 students in the program at the beginning of the 1978-79 school year.

2. Projects at all sites developed programs that were differentiated from the curriculum previously available at that site.

3. Instructional strategies appropriate to their students were implemented by 87% of the sites.

4. The project director and staff provided ongoing technical assistance to projects in the form of scheduled visitations, newsletters, written and telephone communications, and regularly scheduled staff development sessions.

5. Over 80% of the teachers attending staff development sessions indicated that the sessions were helpful or very helpful.

6. Students participating in minigrant projects at the junior high level attended school significantly more than the average junior high school student in the District of Columbia Public Schools.

7. Analysis of a small sample of test scores shows that one project examined had a positive effect on the reading of second and third graders sampled, and on another project examined had a positive effect on the math of seventh graders.

8. Second graders sampled showed a 21% increase in grade point average over their average the previous year. Third and seventh graders sampled showed decreases in grade point average.

9. Attendance for the small sample of second and seventh graders increased during the year they participated in the project compared to the previous year when they were not involved with the project. Attendance for third graders decreased.

CONCLUSIONS

1. STUDENTS ELIGIBLE FOR THE PROGRAM HAVE BEEN IDENTIFIED. A systematic identification and screening process has selected over 300 socio-economically disadvantaged students who have potential for superior academic achievement.

2. PROGRAMS WITH ACCELERATED AND DIFFERENTIATED CURRICULUMS HAVE BEEN DEVELOPED AND IMPLEMENTED AT 13 OF 15 PARTICIPATING SCHOOLS. Programs emphasize curriculum areas such as language arts, mathematics, reading, and science.

3. PROJECT MANAGEMENT AND EVALUATION ACTIVITIES HAVE BEEN CARRIED OUT: The Project Director and staff have provided the technical assistance to sites necessary for sustaining and enhancing the quality of each minigrant project effort.

4. ATTENDANCE OF STUDENTS INVOLVED IN THE PROJECTS EXAMINED HAS INCREASED. Seventh grade students' attendance is significantly greater than attendance of comparable groups of students not participating in the program.

5. ACADEMIC GAINS IN CERTAIN AREAS WERE MADE BY SECOND, THIRD, AND SEVENTH GRADERS SAMPLED. Analysis of a small sample of test scores shows that the program had a positive effect on the reading levels of second and third graders, and on math levels of seventh graders.

EVALUATION RECOMMENDATIONS

1. THE TEACHER QUESTIONNAIRE SHOULD BE SIMPLIFIED. Much of the same data as that collected could be determined from a checklist rather than open-ended questions. Using the range of responses on this year's questionnaire, a revision can be made.

2. AN OBJECTIVE SHOULD BE ADDED TO REFLECT STUDENT OUTCOMES OF THE PROJECTS. Now that the eligible students have been identified, projects have been established, and evaluation activities carried out, it is time to look more closely at the effect that projects have on the students. In order to determine the effect it is necessary to have large and representative samples.

3. EVALUATION OF STUDENT SUCCESS SHOULD INCLUDE MEASURES MORE APPROPRIATE FOR BLACK INNER CITY CHILDREN. Since over half of the schools in the program are Title I Schools, and the majority of the students are Black, a meaningful measure of the success of the project should not be based primarily on tests standardized on a different population.

APPENDIX A

Minigrant Projects

GIFTED/TALENTED EDUCATION PROGRAM

School Year 78-79

*Pilot Projects for Academically Gifted Students

SCHOOL	REGION	GRADE LEVEL	NUMBER OF STUDENTS	NUMBER OF TEACHERS	ACADEMIC AREA	ABSTRACT
Hart JHS	I	7	40	2	Math/ Science	An accelerated/enrichment program in math and science emphasizing the development of independent thinking skills through investigative and problem solving experiences.
McGogney ES	I	TBD (Project still in planning stage)				
Washington Highland Comm. School	I	K-3	42	6	Math/ Science, L.Arts/ Soc Stu.	A multi-age interdisciplinary enrichment program for all four major academic areas that focuses on the development of creative potential.
Bancroft ES	II	1-3	36	4	Science/ Communi- cations	A science and communications program that expands the process approach curriculum (SAPA II) used for instruction in the science component and integrates language arts, music, art to develop communications capabilities.
Jefferson JHS	II	7	22	2	Language Arts	A cognitive-process instructional program designed to emphasize creative and critical thinking in language arts through individualized and contractual teaching.
Fletcher Johnson Educational Center	III	7	40	6	Language Arts	The "Peer Produced Television Program" will provide a mediated approach to creative writing and speaking incorporating English, art and music.
Harris ES	III	K-3	30	2	Math/ Science/ L. Arts	"A Mediated Approach to Mathematics, Science and Literature" offers an interdisciplinary approach using multi-media strategies to solve problems found in mathematics, science and literature.
Bryan & Payne ES	IV	K-3	30	2	L. Arts	"Project Stretch" is an activity centered program that focuses on language arts.
Stuart JHS Terrell JHS & Eliot JHS	IV	7	77	7	Science/ Music/ English/ Journal Math	"Tri Set" presents a three-school consortium approach to promoting excellence in science music, mathematics, English and journalism.
West ES	V	1-3	20	1	Math/ Science/ L. Arts/ Soc. Stu.	A differentiated curriculum approach to enrichment in all major academic areas.
Garnet Patterson JHS	V	7	18	3	English Math/ Science	"The Forgotten Children: The Gifted" will focus on developing creative and critical thinking as well as the transferral and application of learning in English, math and science to other areas.
Langley JHS	VI	7	35	4	English Math/ Science/ Soc. Stu.	"The Gifted: A Consumer and a Producer" is geared to the development of a positive self image, creative and critical thinking, and the exploration of career opportunities by focusing instruction in math, science, English and social studies.
Emery ES	VI	TBD(Project still in planning stage)				
	Total		390	39		

TBD - To be determined

* - All projects are supported by funds from ESEA Title IV, C except for Washington Highland, which is supported by the USOE

APPENDIX B

Table of Contents of Guidelines
for the Minigrant Projects

PREFACE

The Guidelines for Minigrant Projects is a compilation of information and directions that describe the Minigrant Program. As such, it outlines information pertinent to those directly involved in the projects. Likewise, it provides an overview of the program for persons desiring information about the overall thrust.

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APPENDIX C

Student Identification Screening (1978-1979)

GIFTED/TALENTED EDUCATION PROGRAM

PILOT PROJECT STUDENT IDENTIFICATION
(SCHOOL YEAR 78-79)

S T E P 1 - S C R E E N I N G

STUDENT POPULATION INVOLVED	(COMPLETE A BIM* FOR EACH STUDENT) ITEMS	GRADES
	CTBS*	1, 2, 6
	PMT & PRT*	1, 2, 6
	MRR*	K
100%	CALDWELL INVENTORY	PK-2, 6
	CREATIVITY TEST	PK-2, 6
	GRADES	PK-2, 6
	NOMINATIONS	PK-2, 6

S T E P 2 - S C R E E N I N G

20%	INTEREST INVENTORY INTERVIEW

10% G I F T E D S T U D E N T P O P U L A T I O N

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*BIM - Baldwin Identification Matrix
CTBS - Comprehensive Test of Basic Skills
PMT & PRT - Prescriptive Mathematics and Reading Tests
MRR - Metropolitan Reading Readiness Test

APPENDIX D

Baldwin Identification Matrix

Baldwin Identification Matrix (BIM)

ADAPTED FOR USE BY: DATE June, 1978

STUDENT SCHOOL Harris Elementary

AGE GRADE 2 SEX F SCHOOL DISTRICT: Region III - DCPS

ASSESSMENT ITEMS	SCORES 5	4	3	2	1	B-NA
PMT	51	47.9	44.6	41.3	38	
			43 ✓			
PRT	45	42.5	40.5	38.5	36.5	
			40 ✓			
CTBS - Computation	52	48.6	45.4	42.2	39	
				43 ✓		
CTBS - Language (Reading)	74 ✓	67.4	60.6	53.8	47	
	73 ✓					
Creativity Task	47	40.64	34.26	27.88	21.5	
					23 ✓	
Grades	E		VG ✓		G	
Nominations			✓			
COLUMN TALLY OF CHECKS	1	0	4	1	1	
WEIGHT	x 5	x 4	x 3	x 2	x 1	
ADD ACROSS	5 +	0 +	12 +	2 +	1	= 20
TOTAL SCORE	20					

©1977

OVER

Baldwin Identification Matrix

This design is called the Baldwin Identification Matrix (BIM). It has been successfully used in several school districts to help pull together all of the assessment techniques into a profile which allows a child equal access to a specially designed program for children who exhibit exceptional ability in a wide range of abilities.

The extra column headed B-NA gives the investigator additional information. B stands for below the median and NA stands for information not available. This can be useful in activities that follow up screening.

GOOD LUCK!!

Alexinia Y. Baldwin

Judith S. Wooster

The Baldwin Identification Matrix Training Kit for Identifying Gifted and Talented Students is available from:

D.O.K. Publishers
71 Radcliffe Road
Buffalo, New York 14214

Kit Price: $6.95

Kit includes a leader's guide and sufficient material for conducting the simulation with 10 - 45 participants.

Pad of 30 BIM forms available separately for $1.00
Pad of 30 Student Data Forms available separately for $1.00

APPENDIX E

Sample Front Page of
TAGLINE

THE TAG-LINE

Gifted/Talented Education Program
Public Schools of the District of Columbia

Volume I Number III February, 1979

THE G/T STUDENTS RESPOND

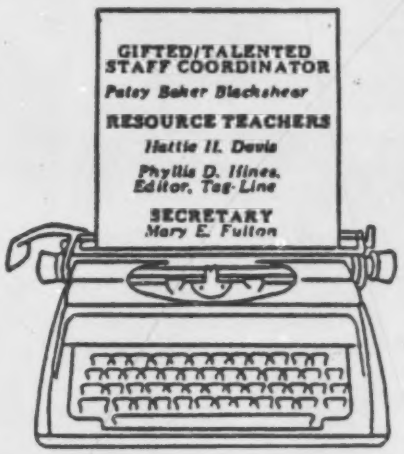
The g/t students in the eleven pilot projects were administered a questionnaire to determine their satisfaction and/or dissatisfaction in being a part of the g/t program. The responses from the students were remarkably consistent and overwhelm-
(Continued on page 5)

FROM THE COORDINATOR

One key element has been found to exist in services for the gifted and talented which seems to have a more permanent foundation, namely, parent involvement. The impact of this key group in services for the gifted and talented has been noted by states which have legislation mandating services for the gifted and talented, by community groups that sponsor services for these children, by teachers working with these children, and even by federal advocates. Their involvement helps to extend the learning experiences provided by programs for the gifted and talented. Likewise, it provides the strongest advocacy group for educating these children. Hence, any school establishing services for their gifted and talented population should pay particular attention to including this key element --parent involvement-- in the planning, implementation, and evaluation processes.

RESEARCH STUDY ON ATTITUDES

A research study was done on student attitudes toward special programming and identification. The purpose of this study was to investigate sources of satisfaction and dissatisfaction on the part of students who participated in a wide variety of special programs, with a special aim toward the analysis of students' attitude toward their identification as gifted. The sample population consisted of approximately 500 children who received special program services for a minimum of four and one-half hours per week but who were not enrolled in full-time special classes. The programs were operated by thirteen school districts in the state of Connecticut and although a wide variety of curricular variation existed among the programs, the major
(Continued on page 5)



APPENDIX F

Dates for Forms, Activities
and Training Sessions

Dates for Activities, Forms, and Training Sessions

SEPTEMBER

14 - Progress Report on Student Identification
19 - Self-Evaluation by Teachers
" - Staff Development Session (1-4:00) Dissemination of Forms
25 - Program Schedules for Students

OCTOBER

9 - Begin Instruction for Students
16 - Student Self-Evaluation Scale
" - Parent Evaluation of Pupil
18 - Teaching The Gifted and The Talented K-8 (ECA)
(A Creative Experience In Teaching)
24 - Staff Development Session (8:45 - 3:15) Differentiated Curriculum

NOVEMBER

1-4 - National Association for Gifted Children, Houston, Texas
13-15 - ECA'S 9th Annual National Conference
(Teaching The Gifted and The Talented K-8)

27 - Parent Questionnaire
" - Pupil Evaluation
28 - Staff Development Session (8:45 - 3:15) Curriculum Development for Gifted/Talented Students
" - Budget Reports

DECEMBER

6 - Working with the Gifted and Talented (K-8)
" - Student Attendance Sheets
" - Project Evaluation Report

JANUARY

9 - Staff Development Session (8:45 - 3:15) Creativity Demonstrating
24 - Staff Development Session - Demonstration Session at Harris Junior High and Revision of Identification Process
29 - Teacher Evaluation of Students
" - Budget Report

FEBRUARY

6 - Program Development for the Gifted and Talented K-12
27 - Staff Development Session - Project Evaluation and Project Deep

MARCH

2 - Interim Evaluation with Project Administrators and Coordinators
5 - Staff Development Session (8:45-3:15)
- Parent Evaluation on Student
- Parent Questionnaire
- Pupil Evaluation
10 - Planning for School Year 79-80
23 - Teaching Basic Skills with Imagination - ECA workshop
26 - Student Attendance Sheets
" - Budget Report
" - Project Evaluation Report

MAY

28 - Parent Evaluation of Student
" - Parent Questionnaire
" - Teacher Evaluation of Student
" - Pupil Evaluation

JUNE

5 - Staff Development Session (8:45-3:15)
" - Student Self Evaluation Scale
" - Teacher Self Evaluation
" - Attendance Sheets
" - Budget Report
" - Project Evaluation Report
6 - City wide G/T Education Conference for Parents

APPENDIX G

Assessment of Management and Technical Assistance Components of the Minigrant Program

DIVISION OF RESEARCH AND EVALUATION

TITLE IV PART C EVALUATION

Minigrant Program For the Academically Gifted:
Questionnaire For Personnel in Pilot Projects

Name of School	Title (Teacher, Counselor, etc)	Date

The purpose of this questionnaire is to assess the management and technical assistance components of the Minigrant Program. Thank you for your cooperation.

1. Have you attended any staff development sessions scheduled by the Minigrant Program? If yes, please indicate the number of sessions you attended, the topic(s) of the session(s) and when you attended e.g. summer, school year. Yes ☐ No ☐

2. Have staff development sessions met your needs with regard to

   a) number of sessions? (please explain) Yes ☐ No ☐

   b) topics of sessions? (please explain) Yes ☐ No ☐

3. Have the Minigrant Program personnel provided any on-site (at your school) assistance to you? If yes, please indicate when, and the topics discussed. Yes ☐ No ☐

4. Have you submitted progress reports to the Minigrant Program staff? If yes, how many Yes ☐ No ☐

5. Has your project been field evaluated (at your school) by the Minigrant staff? If yes, how many times? Yes ☐ No ☐

6. Have you had occasion to seek out the Minigrant staff for feedback, recomendations, or assistance? If yes, please describe. Yes ☐ No ☐

For the following questions please place an x in the blank which most closely describes your opinion.

	Very Helpful	Helpful	Undecided	Not Helpful	Not Applicable
7. How would you evaluate the staff development session(s) you attended:					
8. How would you evaluate the on-site assistance you have received from the Minigrant Staff?					
9. How would you evaluate the usefulness of the progress reports you have submitted?					
10. How would you evaluate the usefulness of the field evaluations of your project by the Minigrant staff?					
11. How would you describe the feedback, recommendations and assistance you have received from the Minigrant staff?					

12. Other Comments.

APPENDIX H

Student's Self-Evaluation Scale

Student's Self-Evaluation Scale

Name _____ Teacher & Room No. _____ Date _____

Grade_____

Please rate yourself according to the following scale below, checking the letter a,b,c,d,e on the line following each item.

(a) Always (c) About half the time (e) Never
(b) Usually (d) Seldom

	a	b	c	d	e
1. I can solve problems					
2. I know about science, social studies, literature					
3. I am interested in school					
4. I know how to use books and research materials to get information					
5. I am able to study well alone and budget my study time					
6. I get along well with other students students					
7. I am able to consider more than one solution to a problem					
8. Learning is important to me					
9. I am curious					
10. I am able to accept responsibility ...					
11. I think of original ideas					
12. I think that I can estimate my own strengths and weaknesses					
13. I am a leader					
14. I am good in math					

A similar evaluation will be made at the end of the year.

Adapted From: Coronado United School District, Coronado, California

APPENDIX I

Teacher's Self-Evaluation Scale

GIFTED/TALENTED EDUCATION PROGRAM

SELF-EVALUATION BY TEACHERS IN PROJECT

_____ _____
Teacher Date

One objective of the self Study is to increase teacher confidence and competence in teaching gifted children. We would, therefore, like your subjective evaluation on your current feelings in this area.

Please evaluate yourself on the following items, using a,b,c,d according to the scale below.

(a) Diminishing (c) Increasing
(b) About the same (d) Marked increase

1. Strength and skill as a teacher ..... ____
2. Knowledge of subject areas ..... ____
3. Appreciation of "gifted" pupils ..... ____
4. Enthusiasm for your minigrant project ..... ____

If no reaction, leave blank.

1. What changes would you suggest in your minigrant project? Why?____

_____

_____

_____

_____

2. In your opinion, what are the values of your particular project in the Gifted/Talented Education Program?

_____

_____

_____

3. How has participation in the Gifted/Talented Education Program helped you?

_____

_____

_____

4. List any problems and/or needs created by your participation in the Gifted/Talented Education Program

_____

_____

5. Indicate additional assistance from the Gifted/Talented Program staff that you need.

_____

_____

_____

Adapted From: Simpson, R.E. & Martinson, R.A. Educational Program for Gifted Pupils. Sacramento, California: California State Department of Education, 1961.

APPENDIX J

Parent Evaluation of Pupil

GIFTED/TALENTED EDUCATION PROGRAM

PARENT EVALUATION OF PUPIL

Pupil's Name _____ Parent's Name _____ Date _____

Grade _____

Please rate your child according to the following scale below, checking the letter a, b, c, d, e on the line following each item.

(a) Always
(b) Usually
(c) About half the time
(d) Seldom
(e) Never

	a	b	c	d	e
1. Solves problems independently					
2. Demonstrates knowledge in science, social studies and literature					
3. Is interested in school					
4. Uses books and research materials to get information					
5. Studies independently and plans study time					
6. Gets along with others					
7. Demonstrates critical thinking ability					
8. Is motivated to learn					
9. Is curious					
10. Accepts responsibility					
11. Thinks creatively					
12. Understands self					
13. Accepts leadership roles					
14. Demonstrations knowledge in math.					

A similar evaluation will be made at the end of the year.

Adapted from: Coronado Unified School District, Coronado, California

APPENDIX K

Teacher Evaluation of Student

Teacher Evaluation of Student DATE _____

Student's Name _____

Based on this student's involvement in the Gifted Program and your awareness of it, please circle the number which represents your opinion in each of the following questions:

(1) to a great extent (2) somewhat (3) very little (4) not at all
(5) does not apply in my association with this student

1.	This student was exposed to people in selected areas of the business, professional and cultural world through one or more field trips and/or in bringing in outside speakers.	1	2	3	4	5
	Comments:					
2.	This student was involved in a variety of experiences (projects, reports, group work) which seemed to *increase* his intellectual *curiosity* and aesthetic *awareness.*	1	2	3	4	5
	Comments:					
3.	This student is developing basic technical skills required for:					
	(a) gaining information	1	2	3	4	5
	(b) doing independent research	1	2	3	4	5
	(c) using the inquiry approach to learning	1	2	3	4	5
	(d) preparing special reports	1	2	3	4	5
	(e) improving own speech pattern and communication skills	1	2	3	4	5
	Comments:					
4.	This student engaged in activities directed toward developing self direction, responsibility, and leadership skills (small group work in classes, projects, student activities etc.)	1	2	3	4	5
	Comments:					
5.	Due to grouping with peers of equal ability, or projects in my class that are flexible enough to fit the ability and creativity of the individual, this student was provided with a psychologically safe environment where he could develop to his fullest potential.	1	2	3	4	5
	Comments:					

Adapted From: Coronado Unified School District, Coronado, California

APPENDIX L

Parent Evaluation of Program

GIFTED/TALENTED EDUCATION PROGRAM

Parent Questionnaire

SCHOOL_____ DATE_____

DIRECTIONS: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms. Please return the questionnaire in the enclosed envelope the next day.

You can help to make the Special Academic Program a better program by giving careful thought to each of the questions that follow:

	YES	NO
1. Have you been provided with enough information about why your child was selected for the special academic program?	___	___
2. Have you been provided with enough information about the activities and experiences that your child will pursue in the program?	___	___
3. Have you been invited to visit the program?	___	___
4. When you visited the project were you offered sufficient opportunity to discuss your child's progress with the teacher?	___	___

5. Which of the following comments best express your child's general attitude about being in the program? (check one)

Enthusiastic	___
Positive	___
Indifferent	___
Negative	___

6. Has your child expressed pleasure or enjoyment about the work that he or she does in the program? (check one)

Often	___
Sometimes	___
Seldom	___
Never	___

7. Which of the following statements best express your child's attitude toward the degree of challenge of the work in the program? (check one)

Very Challenging	___
Somewhat Challenging	___
Not at all Challenging	___
No answer	___

Adapted from: Renzulli, J.S., An Evaluation of Project Gifted. Story: The University of Connecticut, 1973.

APPENDIX M

Pupil Evaluation of Program

GIFTED/TALENTED EDUCATION PROGRAM

PUPIL EVALUATION

PUPIL'S NAME _____ DATE _____

SCHOOL _____

Please answer each of the following questions.

1. Do you like being in the special academic program? Yes___ No___
   Please explain.

   _____

   _____

2. Has the program been helpful to you? Yes___ No___
   Please explain.

   _____

   _____

3. Has the program created any problems for you? Yes___ No___
   Please explain.

   _____

   _____

4. Would you like to continue in the special program? Yes___ No___
   Please explain.

   _____

   _____

5. What do you like best about the program? _____

   _____

   _____

6. What do you dislike about the program? _____

   _____

   _____

7. What changes in the program would you suggest? _____

   _____

   _____

APPENDIX N

Staff Development Evaluation Form

GIFTED/TALENTED EDUCATION PROGRAM

SESSION EVALUATION

Presentor(s) _____ Date _____

Check the appropriate box to the right of the question using the scale 1-5, 5 high, 1-low

1. Were the objectives of this session made clear? 5 4 3 2 1 ☐ ☐ ☐ ☐ ☐

2. Were the objectives of this session achieved 5 4 3 2 1 ☐ ☐ ☐ ☐ ☐

3. Were the concepts presented in such a way that they were easily understood? 5 4 3 2 1 ☐ ☐ ☐ ☐ ☐

Answer all of the following which are appropriate to today's session.

1. How will your general behavior change as a result to today's session?

2. How will your teaching behavior change as a result to today's session?

3. How might you use concepts which you learned in today's session in your classroom?

4. What recommendations for future sessions do you have?

Adapted From: Renzulli, J.S., & Ford, B.G. Movement Education for Handicapped Children. Storrs: The University of Connecticut, 1974.

APPENDIX O

Field Evaluation Forms

GIFTED/TALENTED EDUCATION PROGRAM

FIELD EVALUATION

Program Site _____ Region _____ Area _____

Teacher(s) observed _____

Date of visitation _____ Grade level _____

Evaluator _____

INSTRUCTIONAL PROGRAM	YES	NO	CONFERENCE NEEDED
1. Maintains and uses classroom resources at appropriate levels of difficulty			
a) Teacher keeps learning resources openly available to students	___	___	___
b) Teacher serves as a facilitator of students' learning	___	___	___
2. Conducts group discussions skillfully			
a) Teacher withholds own ideas and conclusions.	___	___	___
b) Teacher encourages participation of all students in discussions.	___	___	___
3. Slects questions that stimulate higher - level thinking.			
a) Teacher uses questions that encourage students to drsw analogies and think critically.	___	___	___
b) Teacher encourages students to ask analytic questions	___	___	___
4. Presents activities that challenge and stimulate the students' higher - level thinking.			
a) Teacher varies the kind of assignment to the learning abilities and interests of the students.	___	___	___
b) Teacher emphasizes concepts and not drill or rote memory activities	___	___	___
5. Gives appropriate encouragement ot pupils			
a) Teacher gives praise when deserved	___	___	___
b) Teacher recognizes outstanding creative and/or scholarly performance	___	___	___
6. Demonstrates knowledge and comprehension of the educational implications of giftedness.			
a) Teacher encourages student participation in setting objectives, planning activities and evaluating the activities	___	___	___
b) Teacher uses differentiated curriculum	___	___	___
7. Maintains a systematic evaluation of program			
a) Teacher evaluates the program systematically and makes changes in light of the evaluation	___	___	___
b) Teacher evaluates students' progress	___	___	___
c) Teacher diagnoses students' strengths and weaknesses and adjust student program accordingly.	___	___	___

EVALUATOR'S SUMMARY (Include explanation for any item checked "NO")

_____

_____

_____

_____

_____

Evaluation Team

Staff Form
Rev. 7/73

_____(Team Reporter)

_____ Date of Visitation_____

_____

_____

GIFTED PROGRAM – FIELD EVALUATION

Program Title_____

Program Site_____ Region _____ Area_____

Coordinator_____ Phone_____

Teacher(s) involved_____ _____

Starting date of Program_____ Number of Students by grade_____

PROGRAM DESCRIPTION	OK	PROBLEM	DID NOT OBSERVE
1. Are the depth and focus of activities in the program generally such that they meet the special needs of gifted children?			
2. Are children placed out of certain aspects of the regular program as a consequence of gifted program participation?			
3. Are the program's activities compatible with the program's objectives?			
PROGRAM IDENTIFICATION			
4. Do the identification procedures correspond to those stated in the current proposal?			
5. Is student identification based primarily on objective data?			
PROGRAM MECHANICS			
6. Does the number of students in the program approximate the number of students stated in the current proposal?			
7. Are the students involved in the program at least 150 minutes per week?			
8. Does the program allow for an amount of student participation in setting objectives, planning activities, and evaluation progress?			
9. Is the interaction between teacher and students generally appropriate to the program objectives?			

Adapted From: State of Illinois Gifted Program, Office of the Superintendent of Public Instruction. Springfield, Illinois.

	OK	PROBLEM	DID NOT OBSERVE
10. Does student involvement in the program activities seem generally to be high?			
11. Are special counseling and/or guidance provisions made available to all students in the gifted program?			
PROGRAM EVALUATION 12. Is a systematic plan of evaluation being used to assess the program?			
13. Does the evaluation include measuring program objectives with respect to pupil growth?			
14. Does the evaluation provide necessary information to assess the effectiveness of the program?			
PROGRAM ADMINISTRATION 15. Were the teachers in the program involved in developing the current proposal?			
16. Do the teachers in the program have copies of the current proposal?			
17. Are materials and services being purchased necessary to the activities which comprise the program?			
18. Do the teachers in the program have access to all materials purchased specifically for the program?			
19. Are program funds being utilized mainly for program development rather than program maintenance?			
20. Is budget record kept of current balance?			
21. Are teachers aware of balance of funds allocated and deadlines for submission of requisitions?			
22. Do school clerks have special ordering instructions for materials and services for gifted programs?			
PROGRAM SERVICES 23 Are materials ordered for the program received within a reasonable length of time?			
24. Are utilizing the services and consultive help necessary to assist you in implementing the program?			

INSTRUCTIONAL PROGRAM	OK	PROBLEM	DID NOT OBSERVE
26. Maintains or uses classroom resource center containing materials at appropriate advanced levels.			
a. Learning resources are openly available to students.			
b. Teacher serves as a resource to pupils.			
26 Conducts group discussions skillfully.			
a. Teacher withholds own ideas and conclusions.			
b. Teacher encourages participation of students in discussions.			
27. Selects questions that stimulate higher-level thinking.			
a. Questions encourage students to draw analogies and to indicate relationships.			
b. Students are able to ask analytic questions.			
c. Students generalize from concrete to abstract at advanced levels.			
28. Presents activities that challenge and stimulate the students' higher-level thinking.			
a. Students are eager to work on activities.			
b. Teacher varies the kind of assignment to the learning abilities and interests of the students.			
c. Teacher emphasis is on broad ideas and not drill and rote memory activities.			
Gives appropriate encouragement to pupils.			
a. Teacher gives praise when deserved.			
b. Teacher makes students feel worthy.			
c. Teacher provides for recognition of outstanding creative and/or scholarly performance.			
30. Demonstrates understanding of the educational implications of giftedness.			
a. Teacher uses implications of characteristics in the classroom operation, selection of materials, schedules, and questions.			
31. Additional assistance from the Gifted/Talented Education Program staff is needed, such as:			
- Identification of gifted children			
- Developing program objectives in behavioral terms			
- Program evaluation			
Teaching strategies			

Others: _____

EVALUATOR'S AUDIT SUMMARY
(Include explanation for any item checked "problem")

EVALUATOR'S RECOMMENDATIONS (Please number)	FOLLOW-UP ACTION

Copies to:

_____

_____

_____

_____

_____
(Team Reporter - Signature)

APPENDIX P

Project Evaluation Form
for School Projects

Use to Evaluate School Projects 71

GIFTED/TALENTED EDUCATION PROGRAM

Project Evaluation Form

As part of the overall evaluation of the Gifted and Talented Education Pilot projects, this form is intended to obtain information regarding the overall effectiveness of the project. The information will assist in making decisions concerning needed changes so as to better meet the objectives of the program.

Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing the questionnaires. In order to insure a comprehensive evaluation, it is important that all persons complete and return their questionnaires.

Each of the statements below describes a characteristic of an activity that might be involved in the project. The questions are grouped into five clusters as follows:

Questions 1 - 6 Effectiveness of Information Exchange Within Project

Questions 7 -11 Decision Making Mechanisms

Questions 12-15 Staff Effectiveness

Questions 16-22 Administrative Effectiveness

Questions 23-26 Project Flexibility

Please read the statements carefully and place an X in the appropriate space according to the following scale of values.

1. If you have seldom or never observed this characteristic or activity.
2. If you have occasionally observed this characteristic or activity.
3. If you have observed this characteristic or activity to a considerable degree.
4. If you have observed this characteristic or activity almost all of the time.
5. If you have not had an opportunity to judge this characteristic or activity, or if the activity is not applicable to your role in the project.

	Seldom or never	Occasional	To a Considerable Degree	Almost Always	No Opportunity/To judge Not Applicable
1. The project has provided with the type of information that is necessary for me to carry out my function in the project.	___	___	___	___	___
2. The information has been provided in a form that enables me to use it in an efficient way.	___	___	___	___	___

Adopted from: Renzulli; J.S., & Callahan, C.M. An Evaluation of Project Improve. Storrs: The University of Connecticut, 1972.

	Seldom or Never	Occasional	To a Considerable Degree	Almost Always	No Opportunity to Judge/Not Applicable
3. The project has provided me with enough information related to a given problem or activity with which I am involved.	—	—	—	—	—
4. Pilot project members meet to plan/evaluate programs.	—	—	—	—	—
5. Other school staff members are appraised of the project goals and activities.	—	—	—	—	—
6. Parents are continuously appraised of the project activities and their childs progress.	—	—	—	—	—
7. The project allows me to participate in decision making when the decisions will affect my role or function in the project.	—	—	—	—	—
8. The project gives reasonable consideration to my suggestions.	—	—	—	—	—
9. The project attempts to put suggestions made by me into practice.	—	—	—	—	—
10. Student progress is a major element in the decision making process.	—	—	—	—	—
11. Periodic assessment of the objectives of the project is conducted.	—	—	—	—	—
12. I feel that the project is making the best possible use of my talent or ability to contribute to the project.	—	—	—	—	—
13. The general moral of the project staff is high.	—	—	—	—	—
14. The teachers are flexible and challenging in the instruction provided to students.	—	—	—	—	—
15. The project appears to be operating from a well-organized plan.	—	—	—	—	—
16. The project provides instruction beyond that normally found in the regular classroom setting	—	—	—	—	—

	Seldom or Never	Occasional	To a Considerable Degree	Almost Always	No Opportunity to Judge/Not Applicable
17. I feel that I am sufficiently aware of the short and long-range direction in which the project is heading.	___	___	___	___	___
18. The project sets realistic deadlines and attempts to see that the deadlines are met.	___	___	___	___	___
19. The project administration sees to it that the work of persons who play different roles in the project is well coordinated.	___	___	___	___	___
20. The project maintains pertinent records to document the pilot project phase of the program.	___	___	___	___	___
21. Up to date diagnostic and and student progress records are maintained.	___	___	___	___	___
22. The essential work of the project gets done on time.	___	___	___	___	___
23. The project is flexible and adaptive to changes in events and circumstances.	___	___	___	___	___
24. When presented with a given problem, the project explores a number of possible solutions before deciding which course of action to take.	___	___	___	___	___
25. The project is open to new ideas.	___	___	___	___	___

26. In the space that follows, please comment on any and all aspects about the effectiveness of the management of the Gifted and Talented Project. Your frank and honest comments will be of great value in bringing about any needed change in the program.

Please check the space below which applies to you. Date _____

___ School staff members from pilot project (Not directly involved in project)

___ Coordinator from pilot project

___ Teacher from pilot project

___ Principal from pilot project

___ Parent of student in the pilot proje

___ Other (Please Name Category) _____

_____

APPENDIX Q

Project Evaluation Form for Overall
Gifted/Talented Program

GIFTED/TALENTED EDUCATION PROGRAM

Project Evaluation Form

Program _____

As part of the overall evaluation of the Gifted and Talented Education Program, this form is intended to obtain information regarding the overall effectiveness of the program. The information will assist in making decisions concerning needed changes so as to better meet the objectives of the program.

Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing the questionnaires. In order to insure a comprehensive evaluation, it is important that all persons complete and return their questionnaires.

Each of the statements below describes a characteristic of an activity that might be involved in the program. The questions are grouped into five clusters as follows:

Questions 1 - 3 Effectiveness of Information Exchange Within Project

Questions 4 - 6 Decision Making Mechanisms

Questions 7 - 9 Staff Effectiveness

Questions 10-14 Administrative Effectiveness

Questions 15-18 Project Flexibility

Please read the statements carefully and place an X in the appropriate space according to the following scale of values.

1. If you have seldom or never observed this characteristic or activity.
2. If you have occasionally observed this characteristic or activity.
3. If you have observed this characteristic or activity to a considerable degree.
4. If you have observed this characteristic or activity almost all of the time.
5. If you have not had an opportunity to judge this characteristic or activity, or if the activity is not applicable to your role in the project.

	Seldom or Never	Occasional	To a Considerable Degree	Almost Always	No Opportunity to Judge/Not Applicable
1. The program has provided me with the type of information that is necessary for me to carry out my function in the program.	___	___	___	___	___
2. The information has been provided in a form that enables me to use it in an efficient way.	___	___	___	___	___

	Seldom or never	Occasional	To a Considerable Degree	Almost Always	No Opportunity to judge/Not applicable
3. The program has provided me with enough information related to a given problem or activity with which I am involved.	—	—	—	—	—
4. The program allows me to participate in decision making when the decisions will affect my role or function in the program.	—	—	—	—	—
5. The program gives reasonable consideration to my suggestions.	—	—	—	—	—
6. The program attempts to put suggestions made by me into practice.	—	—	—	—	—
7. I feel that the program is making the best possible use of my talent or ability to contribute to the program.	—	—	—	—	—
8. The program director and central staff makes available time when I want to talk with them.	—	—	—	—	—
9. The general morale of those participating in the program is high.	—	—	—	—	—
10. The program appears to be operating from a well-organized plan.	—	—	—	—	—
11. I feel that I am sufficiently aware of the short and long-range direction in which the program is heading.	—	—	—	—	—
12. The program sets realistic deadlines and attempts to see that the deadlines are met.	—	—	—	—	—
13. The program administration sees to it that the work of persons who play different roles in the program is well coordinated.	—	—	—	—	—
14. The essential work of the program gets done on time.	—	—	—	—	—
15. The program is flexible and adaptive to changes in events and circumstances.	—	—	—	—	—
16. When presented with a given problem, the program explores a number of possible solutions before deciding which course of action to take.	—	—	—	—	—
17. The program is open to new ideas.	—	—	—	—	—

18. In the space that follows, please comment on any and all aspects about the effectiveness of the management of the Gifted and Talented Education Program. Your frank and honest comments will be of great value in bringing about any needed change in the program.

Please check the space below which applies to you. Date _____

___ Advisory Council Member

___ Consultant

___ Staff from pilot project

___ Principal from pilot project

___ Resource Cadre members

___ Other (Please name category) _____

Adopted from: Renzulli, J.S., & Callahan, C.M. An Evaluation of Project Improve. Storrs: The University of Connecticut, 1972.